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ABSTRACT

Information on fiscal year 1983-1984 awards made through the Fund for the Improvement of Postsecondary Education is provided. A list of recipients of new and continuation comprehensive program awards and final year dissemination awards is presented, along with new Mina Shaughnessy Scholars. For each new and continuation recipient, a statement of the scope of the program is provided, along with the address, phone number, and name of the project director. An explanation of the Mina Shaughnessy Scholar program is included, along with the credentials of the individual recipients. Thirteen awards were made in 1983 under the scholars program, which is designed to support practitioners with extensive and unusual experience in improving teaching and learning at the postsecondary level. Most of the Shaughnessy Scholars are writing books or articles, some are producing media-related materials, and some are lecturing. (SW)

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ED253169

Fund for the Improvement of Postsecondary Education

Fiscal Year 1983 Awards

October 14, 1983

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Westfield State College
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Whittier College
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Xavier University/Louisiana

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Fiscal Year 1983-84

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Alverno College
American Association of Physics Teachers
American Council on Education
American Heart Association
American Indian Science and Engineering Society
American Political Science Association
Arizona, University of
Associated Colleges of the St. Lawrence Valley
Atlanta University
Bellevue Community College
Boys Harbor, Inc.
Bronx Community College
Brown University
California, University of, Irvine
California, University of, Irvine
California, University of, Lawrence Hall of Science
Carleton College

Castleton State College
College Entrance Examination Board
Community Women's Education Program
Colorado, University of
Conference of Small Private Colleges
Cornell University
Council on Postsecondary Accreditation; State Higher Education Executive Officer's Association
Cultural Education Collaborative, Inc.
CUNY/Staten Island
Dance Notation Bureau
Dartmouth College
Davidson College
Delaware, University of
Delaware, University of
Detroit Educational Television Foundation
District 1199 Cultural Center, Inc., National Union of Hospital and Health Care Employees
Eastern Michigan University
Education Commission of the States
Foothill Community College District
The Franklin Institute
The Hastings Center
Hostos Community College
Illinois, University of
Illinois, University of, Chicago Circle
The Institute for Research in History
Institutional Development and Economic Affairs Service, Inc. (IDEAS)
Iowa, University of
Kentucky, University of
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LaGuardia Community College
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Long Beach Community College District
Malcolm-King: Harlem College Extension
Marshall University
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Michigan, University of
Minnesota, University of
Minnesota, University of, Morris
Minnesota, University of, Technical College
Monroe Community College
Museums Collaborative, Inc.
Nassau Community College
Nassau City Board of Cooperative Education
National Council on the Aging, Inc.
National Hispanic Center/BABEL
National Hispanic Center/BABEL
National Institute for Work and Learning
National University Consortium for Telecommunications in Teaching
Native American Education Service
New Hampshire College and University Council
New Jersey Community Telecommunications Consortium

New Jersey Department of Higher Education, Educational Opportunity Fund
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Northern New Mexico Community College
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St. Andrews Presbyterian College
St. Augustine College
St. Louis Community College
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Solidaridad Humana, Inc.
Southeastern Massachusetts University
Southern California, University of
Southern Regional Education Board
Stephens College
SUNY-Oswego
Vanderbilt University
Vassar College
Virginia Commonwealth University
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Wellesley College
Wisconsin, University of, Stevens Point

Final Year Dissemination Awards

Fiscal Year 1983-84

Beaver College
California, University of, Santa Barbara
Columbia University, Teachers College
Educational Testing Service
The Feminist Press
Learner's Compass
Montana, University of
Vancerbilt Medical Center
Washington State Board for Community College Education
Washington State University
WGBH Educational Foundation
Wheaton College

New Mina Shaughnessy Scholars
Fiscal Year 1983-84

J. Herman Blake and Ronald W. Saufley
Jean Lind Brenkman
Rita Charon
Audrey C. Cohen

Carolyn Pope Edwards
Thomas W. Heaney and Aimee I. Horton
Jack Himmelstein and Howard Lesnick
Patrick J. Hill
John R. Jungck
Frances A. Rosamond
Larry K. Quinsland
Carol Schneider, Ski Helenski, Marilyn Stocker and Gerald E. Twaddell
Lynda Shaffer

COMPREHENSIVE PROGRAM
GRANT AWARDS FISCAL YEAR
1983-84

American Council on the Teaching of Foreign Languages (Nf)

Establishes a model regional center for proficiency testing and education in foreign languages. The center will offer training in oral proficiency interview and rating techniques at the host institution (University of Pennsylvania) and surrounding institutions. (3 year grant)

Project Director:
David Hiple
ACTFL
385 Warburton Avenue
Hastings-on-Hudson, New York
10706
(914) 478-2011

American University (DC)

Prepares faculty to teach in ways that do not discriminate against women in classroom interaction. The project is based on research done on sex equity at both elementary and secondary levels.
(2 year grant)

Project Director:
Myra and David Sadker
Dean and Professor
School of Education
The American University
4400 Massachusetts Avenue
Washington, D.C. 20016
(202) 686-2186

Appalshop, Inc. (Kf)

Assesses the need and possibilities for a comprehensive program at Appalshop, a regional media center, that could include curriculum development, workshops, internships and a photography and audiovisual reference center.
(1 year grant)

Project Director:
Helen M. Lewis
Director, Film History
306 Madison Street
Box 743
Whitesburg, Kentucky 41858
(606) 633-0108

University of Arizona (AZ)

Establishes a 3-year pilot program with two Tucson area high schools to test approaches ensuring adequate math preparation for college work. Project tracks students' progress from mid-9th through mid-12th grade and uses the combined efforts of math and science teachers, counselors, and career guidance specialists, university faculty and professionals from several local high technology industries.
(3 year grant)

Project Director:
Elias Toubassi/
David Gay, Associate Profes
Department of Mathematics
University of Arizona
Tucson, Arizona 85721
(602) 621-2114

Atlanta University (GA)

Develops a model program in women's studies incorporating a geographical, international, racial and class base through an increased and broadened theoretical base. Graduate faculty from five colleges at the graduate level will be involved as well as faculty from 4 historically black institutions' under-graduate programs.
(2 year grant)

Project Director:
Shelby Lewis
Director
Africana Women's Center
Atlanta University
Atlanta, Georgia 30314
(404) 681-0251

Bay Area Community College TV Consortium (CA)

Coordinates for the first time a series of telecourses leading to an A.A. degree. Participating community colleges will certify completion of the program, which will be accessible through broadcast and cable TV, narrowcast delivery to industries, and on tape at libraries.
(3 year grant)

Project Director:
Dr. George Willey
Bay Area Community College
TV Consortium
P.O. Box 11127
Palo Alto, California 94306
(415) 949-0525

Baylor College of Medicine (TX)

Works extensively with the Houston School District to upgrade the teaching of the life sciences. Summer institutes are followed by a full year of activity on a school-by-school basis.
(3 year grant)

Project Director:
Robert Roush
Director
Center for Allied Health Professions
Baylor College of Medicine
1200 Moursund Avenue
Houston, Texas 77030
(713) 799-4611

Boston College (MA)

Provides workers employed in changing industries, seminars and counseling to increase their knowledge and preparation about economic and structural shifts in the economy. Will prepare industrial and regional profiles and an educational directory specifying schools and retraining programs available in the area.
(3 year grant)

Project Director:
Dr. Charles Derber
Assistant professor
Department of Sociology
Boston College
Chestnut Hill, Massachusett
02167
(617) 969-0100 X4048

Bradford College (MA)

Implements its curriculum plan for a Practical Liberal Arts Education. Support is provided for faculty to develop a core general education program, liberal arts minors in practical skill/knowledge areas, and student and faculty internships directed at applying theory in work situations.
(2 year grant)

Project Director:
Dr. Arthur Levine
President
Bradford College
320 S. Maine Street
Bradford, Massachusetts 01
(617) 372-7161

Bryn Mawr College (PA)

Develops related introductory courses for freshmen teaching composition and computer programming. The program will develop approaches which use and compare similar structural strategies.
(2 year grant)

Project Director:
Diane Balestri
Associate Dean
Bryn Mawr College
Bryn Mawr, Pennsylvania
19010
(215) 645-5370

Burlington College (VT)

Sets up a National Service Scholarship Program in which foundations and corporations provide student aid funds for students who then earn the dollars through work in nonprofit community agencies.
(3 year grant)

Project Director:
Dr. Steward LaCasce
President
Burlington College
90 Main Street
Burlington, Vermont 05401
(802) 862-9616

California Postsecondary Education Commission (CA)

Improves remedial education in California public higher education by developing program evaluation models for each segment; using those criteria to identify exemplary remedial programs; and disseminating the evaluation models and the descriptions of exemplary programs.
(2 years grant)

Project Director:
Joan Sallee
CPEC
1020 12th Street
Sacramento, California 958
(916) 445-7933

California, University of, Irvine (CA)

Integrates basic principles of learning theory, current research on composing, and the strategies of the National Writing Project in a developmental approach to fostering critical thinking skills through writing. Three activities: curriculum development, pilot testing and dissemination are directed at K-University students and faculty.
(3 year grant)

Project Director:
Dr. Carol Booth Olson
Co-Director, UCI Writing Project
c/o Teacher Education
Social Science Tower
University of California, Irvine
Irvine, California 92717
(714) 856-5117

California, University of, San Francisco (CA)

Develops and teaches a multidisciplinary, multicultural series of courses on women's role in health care. The project will serve graduate students in the health professions, the social sciences and community practitioners in order to bridge the gap between conventional graduate and continuing professional education.
(3 year grant)

Project Director:
Virginia Olesen
Department of Social and Behavioral Sciences
School of Nursing
N631-UCSF
San Francisco, California
(415) 666-2453

California, University of, Santa Barbara (CA)

Creates 10 research training teams of graduate and undergraduate minority students working with faculty mentors. Expected outcomes include more minority students in extramural research projects, more highly developed research skills in early graduate careers, and exposure of undergraduates to the excitement of research and alternative career options.
(3 year grant)

Project Director:
David S. Simonett
Dean, Graduate Division
University of California, Santa Barbara
3117 Cheadle Hall
Santa Barbara, California 93106
(805) 961-2013

Chicago, University of (IL)

Supports curricular innovation in the context of a more supportive and stimulating institutional framework for advanced graduate education in the humanities and social sciences. A pilot project would create workshops in two departments to provide regular faculty-student meetings as a basis for launching dissertation study and as a forum on substantive issues.
(2 year grant)

Project Director:
Keith M. Baker
Professor of History
University of Chicago
1126 East 59th Street
Chicago, Illinois 60637
(312) 962-8387

Clayton Junior College (GA)

Develops an outcomes-focused, assessment-based general education program. Activities include: curriculum and instructional strategies that focus on the outcomes; comprehensive assessment and a center for assessment and program evaluation; articulation of high school and college with regard to competences of critical thinking and communications.
(3 year grant)

Project Director:
Linda R. Greer
Director of Institutional Research
Clayton Junior College
P.O. Box 285
Morrow, Georgia 30260
(404) 961-3488

Colorado Commission of Higher Education (CO)

Works with colleges and universities to help them learn how to use U.S. Census data in program planning. The project will do data analyses, run workshops and follow-up with trainees.
(2 year grant)

Project Director:
Sheila Knop, Project Direct
Timothy Grieder, Co-Project Director
Colorado Commission on Higher Education
Colorado Heritage Center
1300 Broadway, Second Floor
Denver, Colorado 80203
(303) 866-2726

Colorado State University (CO)

Teaches macroeconomics using VISICALC software as a classroom lecture complementary activity. Students will role-play a variety of decisions through which they will develop understanding of economic principles.
(1 year grant)

Project Director:
Harold C. Cochrane
Associate Professor
Department of Economics
Colorado State University
Fort Collins, Colorado 8052
(303) 491-6493

Compact for Lifelong Educational Opportunities (CLEO) (PA)

Develops several versions of an Educational Maintenance Organization (EMO). Like its health counterpart, an EMO will involve a variety of educational services pre-paid by employers or groups of employers.
(2 year grant)

Project Director:
Pamela Tate
Outreach Coordinator
CLEO
317 S. 16th Street
Philadelphia, Pennsylvania
19102
(215) 864-0775

Dominican College of San Rafael (CA)

Develops a series of ongoing faculty-student-staff Student Development study groups which will lead to a comprehensive integrated student development plan. These study groups will attempt to integrate student development theory and to apply theory to practice in teaching, learning and administration.
(3 year grant)

Project Director:
Bruce B. Willats
Project Director
Department of Psychology
Dominican College of San Rafael
1520 Grand Avenue
San Rafael, California
94901
(415) 457-4440

Duke University (NC)

Launches a Master of Arts in Liberal Studies program integrating the natural sciences into the core curriculum. The grant will support curriculum development and promote evaluation of new courses.
(2 year grant)

Project Director:
Bonnie Erickson
Director, MALS Program
127 Allen Building
Duke University
Durham, North Carolina 277
(919) 684-3913

Educational Access Inc. (VA)

Visits high schools to determine why minority high school seniors are applying at reduced rates for admission to postsecondary institutions. The project will then publish a readable booklet designed to clear up misconceptions held by high school counselors and students.
(3 year grant)

Project Director:
Robert Leider
Educational Access Inc.
820 Fontaine Street
Alexandria, Virginia 22302
(703) 836-1019

Florida International University (FL)

Develops an educational program for nurses designed to address the multicultural and multi-ethnic needs of south Florida. Seminars will be incorportated in undergraduate curriculum for nurses and faculty and offered in continuing education.
(3 year grant)

Project Director:
Shirley Belock
School of Nursing
FIU-Bay Vista Campus
151st at Biscayne Boulevard
North Miami, Florida 33161
(305) 940-5916

Gema Hernandez
International Affairs Center
(305) 554-2229
(same address)

Georgia, University of (GA)

Develops an approach to teaching basic writing based on oral communications, and stressing "social perspective," rhetorical invention and structure and planning. Courses will be developed with regular students at the University of Georgia, with foreign students in the American Language Program, and at Augusta State College and Fort Valley State College.
(2 year grant)

Project Director:
Donald Rubin
Assistant Professor
Speech Communication and Language Education
The University of Georgia
Athens, Georgia 30602
(404) 542-4893/5674

Great Lakes Colleges Association (MI)

Helps junior faculty adjust to careers at liberal arts colleges. There will be workshops for new faculty with selected senior faculty and administrators, a consortium-wide mentor system, and information provided on topics like student and adult development and ways of combining research and teaching.
(3 year grant)

Project Director:
Neil Wylie
Vice President
Great Lake Colleges Association
220 Collingwood, Suite 240
Ann Arbor, Michigan 48103
(313) 761-4833

Harvard (Gutman Library) (MA)

Develops a national inventory of microcomputer uses in education and an inventory of the uses of other electronic technologies. The data base will aid faculty, administrators, equipment vendors, curriculum designers and others who wish to understand how technology is being used in their field, or in their region.
(2 year grant)

Project Director:
Inabeth Miller
Director, Gutman Library
Harvard Graduate School of Education
6 Appian Way
Cambridge, Massachusetts 02138
(617) 495-4225

Higher Education Strategic Planning Institute (DC)

Tests the application of a corporate strategic planning data base to postsecondary institutional problems. The Institute plans to create a postsecondary data base and consulting service in the second year of the project.
(3 year grant)

Project Director
Marina Buhler-Miko
President, Higher Educatior Strategic Planning Institut
2010 Massachusetts Avenue,
Washington, D.C. 20036
(202) 429-1822

Idaho, University of (ID)

Extends verbal, mathematical, and computer literacy training to rural adults. The courses, taught by peer instructors, will help people qualify for new types of jobs.
(3 year grant)

Project Director:
Mary Emery, Coordinator
University of Idaho
Moscow, Idaho 83843
(208) 885-6616

Illinois, University of (IL)

Develops a flexible computerized medical textbook in pathology. This "living text" will be continually updated and also can be used as a continuing education system and information bank.
(3 year grant)

Project Director:
Don Thursh
Director of Pathology
University of Illinois Colle
of Medicine
506 South Matthews
Urbana, Illinois 61801
(217) 333-2284

Indiana University Foundation (IN)

Incorporates modules on international education into 13 liberal arts and methodology courses for preservice teachers. The project will conduct faculty seminars, use experiential learning and student teaching assignments to strengthen students' understanding of international issues.
(3 year grant)

Project Director:
Anna Ochoa
Social Studies Development Center
Indiana University Foundatio
2805 E. 10th Street
Bloomington, Indiana 47405
(812) 335-3838

Kansas State University (KS)

Improves rural postsecondary education via a multi-phased project in which a statistical description of rural learners will be produced; a description of exemplary rural postsecondary programs will be completed; professional development opportunities for practitioners will be created; and a conference will be presented.
(2 year grant)

Project Director:
Sue C. Maes
Director
University for Man
1221 Thurston
Manhattan, Kansas 66506
(913) 532-5866

Kansas State University (KS)

Combines University resources in gerontology with the expertise and network of the Western Kansas Community Services Consortiums. Six member community colleges will develop a curriculum in gerontology for rural areas. The model addresses issues of rural education, regional differences, community leadership, variable formats and the need for cooperative resource exchange, utilization, and dissemination.
(3 year grant)

Project Director:
George Peters
Center for Aging
Fairchild Hall
Kansas State University
Manhattan, Kansas 66506
(913) 532-5945

Kansas, University of (KS)

Implements a 2-year training program in language and culture for professional students desiring careers in the international marketplace. The program would begin with a Spanish concentration, using placements in Mexico for engineering students.
(3 year grant)

Project Director:
Robert Spires, Chair
Department of Spanish and Portuguese
University of Kansas
Lawrence, Kansas 66045
(913) 864-4798

David Kraft, Dean
School of Engineering
(same address)

League for Innovation in the Community College (TX)

Creates an Institute for Executive Development for top level women administrators in community colleges to prepare leaders who can function as organizational change agents. There will be skill-building projects at two levels: an expansion of the Leaders for the 80's project for midmanagers to include regional or state workshops and training for sex equity coordinators and other state level leaders.
(2 year grant)

Project Director:
Mildred Bulpitt
Assistant to the Chancellor
Rio Salado Community College
135 N. 2nd Avenue
Phoenix, Arizona 85003
(602) 256-7722

Long Island University, The Brooklyn Center (NY)

Disseminates a successful model for re-training math teachers and develops and disseminates a similar program for science teachers.
(3 year grant)

Project Director:
Dr. Madeleine Long
Director, Division of Education
Long Island University
Brooklyn Center
University Plaza
Brooklyn, New York 11201
(212) 403-1055

Maryland, University of (MD)

Develops a computer program to simulate phenomena in optics. The program can be used for junior high to graduate school.
(1 year grant)

Project Director:
Daniel Fivel
Associate Professor
Department of Physics
University of Maryland
College Park, Maryland 2074
(301) 454-3541

Massachusetts, University of (MA)

Evaluates, modifies and disseminates a training program for graduate assistants who will teach a workshop-style course promoting cognitive development in reasoning and mathematics. The TA's will teach a new course which has had unusual success at the pilot stage in preparing students with poor math backgrounds to benefit from college level instruction.
(2 year grant)

Project Director:
Jack Lockhead
Assistant Dean,
Natural Science and Math
South College
University of Massachusetts
Amherst, Massachusetts 010[illegible]
(413) 545-0988

University of Massachusetts Medical Center
(MA)

Establishes a regional clinical evaluation center for assessing and ensuring the competence of physicians. The project would be an adaptation of a program at the University of Arizona using non-physician out-patients as instructors.
(2 year grant)

Project Director:
Paula L. Stillmann, MD
Associate Dean for Curriculur
University of Massachusetts
Medical Center
55 Lake Avenue North
Worcester, Massachusetts
01605
(617) 856-4265

Mathematical Association of America (DC)

Develops and disseminates six applied mathematics learning modules based on problems provided by industry. Each module consists of an introductory video cassette, a teacher resource book, a microcomputer software package on diskette, and a sum-up video cassette revealing an industrial solution to the problem.
(3 year grant)

Project Director:
Dr. John Jobe
Professor
411 Math Sciences
OSU
Stillwater, Oklahoma 74078
(405) 624-5778

Middlebury College, Bread Loaf School of English
(VT)

Offers an intensive summer residential program for rural secondary English teachers followed by a year-long research project. In a subsequent summer, teachers will analyze and interpret their results.
(2 year grant)

Project Director:
Dr. Paul M. Cubeta
Director
Bread Loaf School of English
Middlebury College
Middlebury, Vermont 05753
(802) 388-3711

Middle Cities Education Association (MI)

Develops a series of professional development inservice workshops to enhance the role of the school principal as an instructional leader. Principals come from school districts with 3,000 to 20,000 students.
(2 year grant)

Project Director:
Robert Muth
Executive Director
516 Erickson Hall
Michigan State University
East Lansing, Michigan 4882
(517) 355-1720

Michigan State University (MI)

Produces diagnostic tests to reveal student misconceptions about science subject matter which inhibit learning of course content. A series of six single topic modules containing descriptions of common student misconceptions of the topic, diagnostic tests, and instructional materials will be produced and disseminated.
(1 year grant)

Project Director:
Charles W. Anderson
Assistant Professor
254 Erickson Hall
Michigan State University
East Lansing, Michigan 4882
(517) 353-0750

Milwaukee Technical College

Develops a new curriculum in automated manufacturing, electrical design and information management, through faculty and software development. The College recently received large amounts of equipment from corporations and the state.
(3 year grant)

Project Director:
Victor Langer
Instructional Resources Coordinator
Milwaukee Area Technical College
1015 North 6th Street
Milwaukee, Wisconsin 53203
(414) 278-6247

Mississippi Valley State University (MS)

Conducts weekly seminars that will assist in the development of critical and analytical skills by disadvantaged students. The content will include weekly discussions of recent research or review papers with quantitative data in graphic and tabular forms as well as follow up discussions with students to provide feedback about their comprehension of topics discussed.
(3 year grant)

Project Director:
Jaswant Singh
Professor, Biology
Mississippi Valley State University
Itta Bena, Mississippi 38941
(601) 254-9041 X6292

National Association of Private Industry Councils (DC)

Selects five Private Industry Councils (PICs) to develop collaborative relationships with postsecondary educational institutions. The National Institute for Work and Learning will assist in conducting workshops and writing materials.
(2 year grant)

Project Director:
Bob Knight
Executive Director, NAPIC
2001 'S' Street, N.W.
Suite 500
Washington, D.C. 20009
(202) 223-5640

National Council on the Aging, Inc. (DC)

Develops an educational program for working women (ages range from 20-40+) to help them face the problems of aging in the future. Volunteer leaders will field test 6 curricular units in workplaces and community sites.
(2 year grant)

Project Director:
Jane Deren
National Council on the Aging, Inc.
600 Maryland Avenue, S.W.
West Wing 100
Washington, D.C. 20024
(202) 479-1200

National Society for Internships and Experiential Education (NC)

Helps colleges that are attempting to continue their experiential education programs as budgets become constrained. Provides intensive on-site consultation to colleges that demonstrate commitment to the concept. Simultaneously studies the process of institutionalization in order to share results with other colleges at regional and national meetings.
(2 year grant)

Project Director:
Jane Kendall
National Society for Internships and Experiental Education
124 St. Mary's Street
Raleigh, North Carolina 276C
(919) 834-7536

New England Board of Higher Education (MA)

Works with state legislators in the six New England states to devise more appropriate financing approaches for higher education. Regional briefings and state seminars will be held. An advisory council of 13 legislators will direct the project.
(3 year grant)

Project Director:
Melvin Bernstein
Vice-President for Research and Development
New England Board of Higher Education
9 School Street
Wenham, Massachusetts 01984
(617) 357-9620

New Jersey Department of Higher Education (NJ)

Provides leadership training and administrative skills to Hispanic faculty and administrators currently employed by colleges and universities in New Jersey, New York and Pennsylvania. Sixty Hispanics will participate each year in a training program involving a summer institute and a follow-up internship.
(3 year grant)

Project Director:
Narcisa A. Polonio Jones
Director, Office of Bilingua and International Education
New Jersey Department of Higher Education
225 West State Street
CN.542
Trenton, New Jersey 08625
(609) 292-6835

New Jersey Institute of Technology (NJ)

Stimulates postsecondary education nationally through the creation of a data base of innovations supported by various government and private foundations (including FIPSE) through electronic conferencing to promote continual discussion and learning about the innovations.
(2 year grant)

Project Director:
William Savin
Project Director
New Jersey Institute of Technology
323 High Street
Newark, New Jersey 07102
(201) 645-5294

New York, City University of Queens College (CUNY) (NY)

Trains college students to become ESL and literacy tutors for adult immigrants and illiterate English speakers. These ESL teacher trainees will serve as interns in community agencies.
(3 year grant)

Project Director:
Charles Cairns
Associate Professor
Department of Linguistics
CUNY/Queens College
65-30 Kissena Boulevard
Flushing, New York 11367
(212) 520-7161

Organization of American Historians (IN)

Organizes a project to revitalize graduate training in history. Regional visiting teams of historians will work with departments as well as with businesses and other institutions, to spur changes in curriculum and pedagogy.
(1 year grant)

Project Director:
Joan Hoff-Wilson
Executive Secretary
Organization of American Historians
112 North Bryan Street
Bloomington, Indiana 47401
(812) 335-7311

Parents' Campaign for Handicapped Children and Youth (DC)

Develops a guidebook for making postsecondary education accessible to the adult learning disabled; creates regional networks of practitioners; offers technical assistance and referrals; cooperates with other national associations to promote adoption of standards of good practice at the postsecondary level.
(2 year grant)

Project Director:
Barbara Scheiber
Executive Director
1201 16th Street, N.W.
Washington, D.C. 20036
(202) 822-7900

Peralta Community College District (CA)

Develops a 2-year curriculum for remedial students who presently would not be able to progress from remedial programs to an academic or vocational area. The curriculum will integrate reading, writing and mathematics skills with content courses in life sciences, physical sciences, social sciences, and humanities.
(3 year grant)

Project Director:
Bruce Jacobs
Chairman, Mathematics Dept.
Laney College
900 Fallon Street
Oakland, California 94607
(415) 834-5740 X293

Portland Community College (OR)

Creates a small business development center which will provide education, experience and guidance to new and developing small business entrepreneurs. In addition the center will become the cornerstone of the redevelopment of Northeast Portland that will improve economic conditions and create new jobs.
(3 year grant)

Project Director:
John H. Anthony
President
Portland Community College
12000 S.W. 49th Avenue
Portland, Oregon 97219
(503) 244-6111 X362

Reed College (OR)

Develops a computer-based system for correcting written work in French. Corrections will be made for syntax, declension, gender, verb forms and spelling, together with grammatical principles governing the corrections.
(1 year grant)

Project Director:
William Ray
Associate Professor
Reed College
3203 SE Woodstock Boulevard
Portland, Oregon 97202
(503) 771-1112 X320

Rutgers University - Douglass College (NJ)

Creates a "Junior Year in Women's Studies" program at Douglass for students matriculating at other institutions. Provides access for students to women's studies resources not available at their home institutions.
(3 year grant)

Project Director:
Joan Burstyn
Director of Women's Studies Program
Rutgers University
New Brunswick, New Jersey 08903
(201) 932-9331

San Diego State University (CA)

Retrains scientifically educated adults who have been dislocated or who need up-graded skills. In cooperation with local industry, faculty will design modules in electro-optics, biotechnology, microelectronics science, and chemical and physical analysis.
(3 year grant)

Project Director:
Celia Marshak
Assistant Dean, Student Affairs
College of Sciences
San Diego State University
San Diego, California
92182-0413
(619) 265-5350

San Francisco State University (CA)

Trains a cadre of 20 4th through 12th grade teachers to become computer curriculum developers and trainers of other teachers. Teachers will attend summer institutes and classes during the academic year.
(2 year grant)

Project Director:
Diane Resek
Project Director
San Francisco State Univers:
Math Department
1600 Holloway Avenue
San Francisco, California
94132
(415) 469-2251

Seton Hall University (NJ)

Trains 2 and 4 year college English faculty to teach and develop technical writing courses. Specialists from industry will join faculty from several institutions in offering 4-week summer institutes plus follow-up meetings.
(2 year grant)

Project Director:
Alexander J. Butryn
Director of Project
Seton Hall University
Department of English
South Orange, New Jersey
07079
(201) 761-9000 X5151

Southern Illinois University (IL)

Develops computer simulations of environmental phenomena that are too distant, large, or slow-moving for direct observation. Graduate students will learn how to design and use modules.
(2 year grant)

Project Director:
David Sharpe
Associate Professor
Colin Prowse
Assistant Professor
Department of Geography
Southern Illinois Universit
Carbondale, Illinois 62901
(618) 536-3375

University of the State of New York (NY)

Gathers, analyzes and disseminates information about access for minorities in postsecondary education. The College Entrance Examination Board will publish a quarterly newsletter and annual summary report, and the American Council on Education will hold a 1-day convocation in conjunction with its annual meeting.
(2 year grant)

Project Director:
Stephen Adolphus
Chief
Bureau of Higher Education Opportunity Programs
N.Y.S. Education Department
Room 5A55 CPEC
Albany, New York 12230
(518) 474-5313

SUNY, Empire State College (NY)

Prepares and conducts an M.A. program for working adults in three areas: labor and policy studies; business and policy studies; and cultural affairs and policy studies. The new degree is designed to provide a more non-traditional mode of study, and to share resources across a large university system.
(3 year grant)

Project Director:
Robert Orrill
Vice President for Academic Development
Empire State College/SUNY
2 Union Avenue
Saratoga Springs, New York 12866
(518) 587-2100

Total Action Against Poverty in Roanoke Valley, Inc. (VA)

Implements a College Option Orientation program which helps low income minority students better understand their postsecondary options so that they may select appropriate high school course-work; make appropriate selections of colleges to attend; and have more realistic expectations about attending colleges in the first place. A community action agency joins forces with Roanoke College and local public schools and is supported by the State Council of Higher Education.
(3 year grant)

Project Director:
Ann Poskocil, Director
Planning and Evaluation
P.O. Box 2868
Roanoke, Virginia 24001
(703) 345-6781 X262

Towson State University (MD)

Systemically integrates scholarship on women into the introductory liberal arts curriculum at a medium-sized public university. Faculty from eight disciplines will revise, offer and evaluate 13 courses.
(3 year grant)

Project Director:
Elaine Hedges
Coordinator of Women Studies
Towson State University
Towson, Maryland 21204
(301) 321-2860

Sara Coutler
Professor of English
(301) 321-2859
(same address)

Union College (NE)

Develops an institute to train computer science faculty from small liberal arts colleges in improved teaching methods and in techniques to better meet student needs.
(3 year grant)

Project Director:
Mindy Brooks
Assistant to the Vice-President/Dean
Union College
3800 South 48th Street
Lincoln, Nebraska 68506
(402) 488-2331

Wayne State University (MI)

Implements plans for establishing coalitions of colleges and cable companies for course delivery in seven locations. The first three coalitions will provide cash and services to the next four to help them get started.
(3 year grant)

Project Director:
Dr. Otto Feinstein
Center for Urban Studies
Wayne State University
5229 Cass Avenue
Detroit, Michigan 48202
(313) 577-2258

West Chester State College (PA)

Retools retired scientists as science and mathematics teachers. Course work includes 32 credits and an internship. The state Department of Education guarantees certification.
(3 year grant)

Project Director:
Charles Good
Project Director
Psychology Education Dept.
Anderson Hall
West Chester State College
West Chester, Pennsylvania
19380
(215) 436-2534

Western Interstate Commission for Higher Education (WICHE) (CO)

Helps to improve 2-year 4-year articulation through pilot projects in four states. With WICHE's assistance all four states will develop an on-line computer system to provide information about courses, transfer credits and programs. Institutions in each state will also undertake an additional project to address weaknesses in their state's present system.

Project Director:

Martha Romero
Project Director
WICHE
Box P
Boulder,Colorado 80302
(303) 497-0260

Westfield State College (MA)

Faculty at the college and three high schools will collaborate in developing a curriculum to improve reading ability of high school students. The project will identify non-fiction reading materials which both build on student experiences and encourage more logical and abstract thinking.
(2 year grant)

Project Director:
Dr. Joan A. Rasool
Urban Education/Special Services
Westfield State College 0108
Westfield, Massachusetts
01086
(413) 568-3311

West Virginia Institute of Technology (WV)

Develops literacy education for rural adult workers. This project builds on current on-site educational programs for union members.
(2 year grant)

Project Director:
Dr. John David
Director
Center for Adult Education
West Virginia Institute of Technology
Montgomery, West Virginia
25136
(304) 442-3157

Whittier College (CA)

Develops 37 paired courses as part of a new liberal education curriculum demonstrating the interrelatedness of knowledge and overcoming the compartmentalization of the undergraduate curriculum. The courses would be in areas dealing with western civilization, non-western civilization, and "contemporary society and the individual."
(3 year grant)

Project Director:
Robert B. Marks
Associate Professor of Histor
Whittier College
Whittier, California 90601
(213) 693-0771

Woodrow Wilson National Fellowship Foundation (NJ)

Conducts summer institutes for college faculty involved with preservice teacher education to upgrade understanding and knowledge about global issues. Faculty prepare curricular units and the best will be published in a handbook.
(3 year grant)

Project Director:
Judith Himes
Woodrow Wilson National
Fellowship Foundation
P.O. Box 642
Princeton, New Jersey 08540
(609) 924-4666

Xavier University/Louisiana (LA)

Adopts a successful program to improve critical thinking skills in the sciences for use in Humanities courses at a historically Black College.
(3 year grant)

Project Director:
Martha Pelaez
Associate Professor
Xavier University
New Orleans, Louisiana
70125
(504) 486-7411 X633

FIPSE COMPREHENSIVE PROGRAM, 1983
DESCRIPTION OF PROJECTS
CONTINUATIONS

Accrediting Commission for Community and Junior Colleges (CA)

Develops a joint approach for accrediting and evaluating community colleges by State agencies and accreditation associations.
(termination date: 8/31/84)

Project Director:
Charles McIntyre
Director, Analytical Studies Unit
California Community Colleges
1238 "S" Street
Sacramento, CA. 95814
(916) 324-2366 445-0102

University of Alaska/Anchorage (AK)

Develops a system to deliver educational programs that can produce leadership skills to remote, isolated Alaskan natives using telecommunications technology.
(termination date: 9/14/84)

Project Director:
William Haw
University of Alaska/CREE
411 West 4th Avenue
Suite 314
Anchorage, Alaska 99503
(907) 272-9531

Alverno College (WI)

Convenes four networks of college instructors to consider how critical thinking and problem-solving should be defined and taught within the disciplines of Chemistry, English, Psychology and History.
(termination date: 7/30/85)

Project Director:
Lucy Cromwell
Coordinator, Analysis Department
Alverno College
3401 39th Street
Milwaukee, Wisconsin 53215
(414) 647-3999

Patricia Jensen
Coordinator, Problem Solving Department
(same address, telephone #)

American Association of Physics Teachers (IL)

Works with girls throughout different levels of their schooling to prepare them for mathematics and science fields at the postsecondary level. College faculty works with high school counselors, science teachers and parents.
(termination date: 10/31/84)

Project Director:
Betty M. Windham
Physics Department
William Rainey Harper College
Palatine, Illinois 60067
(312) 397-3000 x527

Joan Kowalski
Physics Department
George Mason University
Fairfax, Virginia
(703) 323-2302

American Council on Education (DC)

Helps colleges adapt their programs and procedures to adult students. The ACE Commission on Higher Education and the Adult Learner will develop an institutional self-assessment and planning guide for use by college presidents.
(termination date: 8/31/84)

Project Director:
Jerry W. Miller
V.P. for Academic Affairs and Institutional Relations
American Council on Education
One Dupont Circle, N.W.
Washington, D.C. 20036
(202) 833-4660

American Heart Association (TX)

Develops a model curriculum and master's degree program for the professional development of managers of national voluntary agencies.
(termination date: 10/31/84)

Project Director:
Diana Christopulos
Training Manager
American Heart Association
Division of Personnel and Training
7320 Greenville Avenue
Dallas, Texas 75231
(214) 750-5461

American Indian Science and Engineering Society (CO)

Stimulates the interest of Native American high school students in careers in the sciences by conducting local science fairs in the Rocky Mountain states. Trains a local school site coordinator and involves parents and teachers in order to promote interest in science.
(termination date: 7/14/85)

Project Director:
Stephen A. Manydeeds
American Indian Science and Engineering Society
c/o OEM Room 239A
730 Simms-Lakewood Office Plaza
Golden, Colorado 80401
(303) 234-6961

American Political Science Association (DC)

Develops curriculum materials about women's contributions to politics and government for inclusion in the basic introductory political science course for college students.
(termination date: 1/31/84)

Project Director:
Dr. Sheilah Mann
Director/Educational Affairs
American Political Science Association
1527 New Hampshire Avenue, NW
Washington, D.C. 20036
(202) 483-2512

University of Arizona (AZ)

Trains rural school teachers to encourage more young women to enter the fields of science and mathematics. Develops curricular materials appropriate to the culture of the Southwest.
(termination date: 7/31/85)

Project Director:
Mary Lynn Hamilton
Director, Expanding Educational Opportunities in the Rural Southwest
Southwest Institute for Research on Women
SIROW/Mod. Long. 269
University of Arizona
Tucson, Arizona 85721
(602) 626-4777

Associated Colleges of the St. Lawrence Valley (NY)

Implements a faculty-sharing project among the four member colleges (Clarkson College, St. Lawrence University, SUNY-Potsdam, and SUNY Agricultural and Technical College at Canton). Various kinds of appointments would result to meet curricular needs in cost-effective ways.
(termination date: 8/14/85)

Project Director:
Judy Chittenden
Executive Director
Associated Colleges of the St. Lawrence Valley
Pierrepont Avenue
c/o Potsdam College
Potsdam, New York 13676
(315) 265-2790

Atlanta University (GA)

Creates a computer-literacy program for 40 minority postsecondary institutions through development of a course of instruction for majors and others.
(termination date: 8/31/84)

Project Director:
Dr. Paul Brown
Associate Director
Atlanta University
RCSE
223 Chestnut Street, S.W.
Atlanta, Georgia 30314
(404) 681-0251 X320

Bellevue Community College (WA)

Improves instruction in five subfields of biology including genetics, botany, and zoology by creatively using the videodisc to demonstrate laboratory experiments and visual phenomena. The disc provides an inexpensive way to store this material and will ultimately replace slide collections which require costly maintenance.
(termination date: 8/31/84)

Project Director:
Joseph Clark
Biological Science Video Dis
Project
Room B-250
Department of Sciences
Bellevue Community College
3000 Landerholm Circle SE
Bellevue, Washington 98007
(206) 641-2200

Boys Harbor, Inc. (NY)

Prepares minority high school students for entering postsecondary science programs through a program of academic training, counseling, and career orientation.
(termination date: 9/1/84)

Project Director:
Robert North
Associate Director
Boys Harbor, Inc.
1 East 104th Street
New York, New York 10029
(212) 427-2244

Bronx Community College (NY)

Establishes an interdisciplinary approach to teaching basic math skills. Math anxiety workshops, block scheduling, remedial reading and freshmen orientation will be used.
(termination date: 8/31/84)

Project Director:
Dr. Susan Forman
Assistant Professor
Bronx Community College
University Avenue and West 181st Street
Bronx, New York 10453
(212) 220-6341

Brown University (RI)

Develops six new courses based on contemporary issues. Faculty will work with students in designing the new courses which will combine perspectives from several disciplines.
(termination date: 8/30/84)

Project Director:
Karen T. Romer
Associate Dean of the Colleg
Box 1840
Brown University
Providence, Rhode Island 02912
(401) 863-2411

University of California/Irvine (CA)

Assists minority students to complete successfully their graduate education through establishing relationships with faculty mentors.
(termination date: 8/31/84)

Project Director:
Jaime E. Rodriguez
Dean of Graduate Studies and Research
University of California/Irvine
Irvine, California 92717
(714) 833-7295

University of California-Irvine (CA)

Develops a set of 14 computer-aided instruction programs in problem-solving, formal reasoning, math skills and physics concepts. The teaching strategy is based on recent research into difficulties students have had in learning physics.
(termination date: 6/29/85)

Project Director:
Professor Alfred Bork
Educational Technology Cente
University of California, Irvine
Irvine, California 92717
(714) 833-6945

University of California, Lawrence Hall of Science (CA)

Improves math skills of minority parents and their children through classes for both. The project also informs parents and children about careers in math and science.
(termination date: 8/31/84)

Project Director:
Lawrence Lowery
Lawrence Hall of Science and Department of Physics
c/o Professor Virginia Thompson - EQUALS
University of California
Berkeley, California 94720
(514) 642-1823

Carleton College (MN)

Develops a Women's Studies concentration with a core of five new courses; three courses look at theoretical bases for English, Philosophy, Anthropology; and two are capstone seminars. Visiting scholars will run faculty seminars, teach courses, provide student internships and the culminating symposium.
(termination date: 10/23/84)

Project Director:
Professor Jane McDonnell
Coordinator of Women's Studi
Carleton College
Northfield, Minnesota 55057
(507) 663-4332

Castleton State College (VT)

Trains faculty to teach basic skills as part of their regular teaching load at a small rural college serving large numbers of economically and educationally disadvantaged students. Newly trained faculty will retrain other faculty in turn.
(termination date: 8/31/85)

Project Director:
Dr. Jeffrey Willens
Associate Dean
Castleton State College
Castleton, Vermont 05735
(802) 468-5611 X249

College Entrance Examination Board (NY)

Develops survey instruments and methods which colleges can use to determine available financial resources for adults within their local area. This approach will be demonstrated in three colleges.
(termination date: 9/30/84)

Project Director:
Carol B. Aslanin
College Entrance Examination Board
Office of Adult Learning Services
888 Seventh Avenue
New York, New York 10006
(212) 582-6210

Community Women's Education Program (PA)

Provides technical education for poor, neighborhood women to increase their computer, statistical, and mathematical literacy in an effort to remove barriers to employment and further education.
(termination date: 9/30/84)

Project Director:
Ellen Tichenor
Executive Director
Community Women's Education Project
10 East Oxford Street
Philadelphia, Pennsylvania 19125
(215) 426-8610

University of Colorado (CO)

Provides for statewide development of a program to infuse gender-neutral materials into public school curriculum via research and preparation of nonsexist material by women's studies and education students.
(termination date: 7/31/84)

Project Director:
Barbara Parker
Women's Studies Program
University of Colorado
Ketchum 30
Campus Box 325
Boulder, Colorado 80309
(303) 492-8923

Conference of Small Private Colleges (NJ)

Encourages greater use of corporate tuition benefit support programs. Activities include a survey of the 1000 largest companies, publication of a directory of their tuition benefit plans, bimonthly newsletters, and regional workshops.
(termination date: 5/31/84)

Project Director:
Joseph P. O'Neill
Executive Director
Conference of Small Private Colleges
P.O. Box 24
Princeton, New Jersey 08540
(609) 924-4364

Cornell University (NY)

Develops four to six courses for pre-med or pre-law undergraduates that explore social and ethical dilemmas of health care. Humanities faculty who develop the courses will undertake a residency at the Guthrie Clinic for clinical health care experience.
(termination date: 8/31/84)

Project Director:
Professor Davydd J. Greenwoc
Cornell University
632 Clark Hall
Ithica, New York 14853
(607) 256-3810

Council on Postsecondary Accreditation; State Higher Education Executive Officer's Association (DC/VA)

Develops model standards, procedures, and laws so that telecourse production and delivery can be appropriately and equitably regulated by states and accreditors. Task forces with members from a variety of relevant organizations will analyze problems and devise new policies.
(termination date: 5/31/84)

Project Director:
Bruce Chaloux
Project Coordinator
Project ALLTEL
One Dupont Circle, Suite 41(
Washington, D.C. 20036
(202) 659-1406

Cultural Education Collaborative, Inc. (MA)

Creates a study of 10 cultural institutions and 10 community organizations to design and develop cable television programs which will serve the communities' education needs.
(termination date: 6/30/84)

Project Director:
Linda DiRocco
Project Director
Cultural Education Collaborative
164 Newbury Street
Boston, Massachusetts 0211
(617) 267-6254

CUNY/Staten Island (NY)

Develops a professional nursing career ladder program for para-professional health care workers in urban municipal hospitals. Involves collaboration of colleges, health and hospital corporations, and unions representing health care providers.
(termination date: 8/31/84)

Project Director:
Michael J. Petrides
Associate Dean of Faculty
The College of Staten Island
715 Ocean Terrace
Staten Island, New York 1030
(212) 390-7551

Dance Notation Bureau (NY)

Creates new curricula materials for college-level dance majors. Materials will be developed and tested at five universities: City University of New York, University of California-Los Angeles, Arizona State University, University of Iowa and Ohio State University.
(termination date: 8/31/84)

Project Director:
Jill Beck
Education Director
Dance Notation Bureau
505 8th Avenue
New York, New York 10018
(212) 736-4350

Dartmouth College (NH)

Seeks to "recapture" potential science and engineering students (especially women and minorities) by developing a two-course sequence in science concepts modeled after Dartmouth's highly successful Finite Mathematics course. Course will include labs and problem-solving exercises to demonstrate the relevance and importance of science, engineering, and technology.
(termination date: 6/30/85)

Project Director:
Dwight Lahr
Associate Dean
Dartmouth College
305 Wentworth Hall
Hanover, New Hampshire 0375
(603) 646-2106

Davidson College (NC)

Demonstrates how data on the intellectual development of lower division students can be used to strengthen advising, and college counseling in high schools. Davidson is the lead institution of a consortium of colleges and high schools working in this area.
(termination date: 8/30/84)

Project Director:
John V. Griffith
Dean of Admissions
Davidson College
Davidson, North Carolina 280
(704) 892-2000

University of Delaware (DE)

Designs and implements a computer assisted academic advisement program using the PLATO system. Five modules will be designed to assist students to explore academic options, to design individualized programs, and to learn about curriculum requirements and general academic regulations.
(termination date: 6/30/84)

Project Director:
Peter Rees
Associate Dean
Office of the Dean
College of Arts and Sciences
University of Delaware
Newark, Delaware 19711
(302) 738-2351

University of Delaware (DE)

Develops research apprenticeship opportunities for its undergraduates and expands course offerings in particular research skills.
(termination date: 7/31/84)

Project Director:
Dr. Joan Bennett
VHP Coordinator of Undergraduate Research University Honors Program
University of Delaware
Newark, Delaware 19711
(302) 738-8995 or 1195

Detroit Educational Television Foundation (MI)

Uses cable stations and public television, working with a number of area colleges and universities in Detroit, to make a large number of telecourses available to students via home broadcast. Expanded course opportunities should enable more students to complete a degree.
(termination date: 7/31/84)

Project Director:
Dr. Eugene Strobel
WTVS Education Division
Detroit Telecommunications
7441 Second Boulevard
Detroit, Michigan 48202
(313) 873-7200 X236

District 1199 Cultural Center, Inc., National Union of Hospital and Health Care Employees (NY)

Educates union delegates and members about the content of their work: the health care system and health care issues in the United States. Topics include health care costs and problem-solving skills.
(termination date: 8/31/84)

Project Director:
Moe Foner
Executive Director
District 1199 Cultural Center, Inc.
310 West 43rd Street
New York, New York 10036
(212) 582-1890

Eastern Michigan University (MI)

Expands the university's program to place students in foreign business firms and universities to improve their foreign language ability, and foreign professional and cultural knowledge as tools in international business. The expanded program includes women, minorities, and economically disadvantaged students.
(termination date: 8/31/84)

Project Director:
Professor Raymond Schaub
Foreign Language & Bilingual Studies
Eastern Michigan University
104 Snow-ORD
Ypsilanti, Michigan 48197
(313) 487-4448

Education Commission of the States (CO)

Evaluates and disseminates state budget reforms that increase the cost-effectiveness of public higher education. The reforms to be studied increase local budgetary flexibility. This project will be carried out in tandem ith a grant to Vanderbilt University.
(termination date: 8/31/84)

Project Director:
William Hyde, Jr.
Economist
Education Commission of the States
1860 Lincoln Street
Suite 300
Denver, Colorado 80295
(303) 830-3654

Gordon Vande Water
Postsecondary Policy Analyst
Education Commission of the States
(303) 830-3600
(same address)

Foothill Community College District (CA)

Coordinates the efforts of two consortiums representing 30 colleges to provide college courses to adults via the mass media and at sites accessible to them. The courses will be tailored to the needs of the adult learners.
(termination date: 8/31/84)

Project Director:
George A. Willey
Director
Foothill Community College
Bay Area Community College TV
Consortium
P.O. Box 11127
Palo Alto, California 94306
(415) 949-0525

The Franklin Institute (PA)

Provides inservice training for middle and high school teachers in the areas of new technology. Teachers will develop new curricula materials for classroom use examining the nature of new technologies, their potential impact upon society and adaptation issues.
(termination date: 8/31/84)

Project Director:
Daniel Goldwater
Associate Director of Programs
Franklin Institute Science
Program
20th Street & Parkway
Philadelphia, Pennsylvania
19103
(215) 448-1111

The Hastings Center (NY)

Improves the teaching of applied ethics in the undergraduate professional study of journalism and nursing. The state of applied ethics teaching will be examined and refined, workshops for 60 teachers will be held, and professional networks will be developed.
(termination date: 9/30/84)

Project Director:
Thomas H. Murray
The Hastings Center
360 Broadway
Hastings-on-Hudson, New York
10706
(914) 478-0500

Hostos Community College (NY)

Develops a model English-as-a-second language program for native Spanish speaking students. The project will analyze the effectiveness of increasing expressive language ability in the development of writing skills. Writing will be improved in a range of content courses by using peer writing groups and expressive writing strategies.
(termination date: 7/31/84)

Project Director:
Linda Hirsch
Lecturer
English Department
Hostos Community College
500 Grand Concourse
Bronx, New York 10451
(212) 960-1137

University of Illinois (IL)

Develops a core curriculum and textbooks in Afro-American Studies for use throughout postsecondary education.
(termination date: 8/20/84)

Project Director:
Dr. Gerald McWorter
Director, Afro-American
Studies and Research Program
University of Illinois
1204 West Oregon Street
Urbana, Illinois 61801
(217) 333-7781

University of Illinois at Chicago Circle (IL)

Fosters the development of multicultural Women's Studies courses by bringing together 20 teachers to be trained by more experienced scholars in a 3-week summer institute. Results of the institute will be transmitted to other instructors through the National Women's Studies Association.
(termination date: 7/19/84)

Project Director:
Margaret Strobel
Director, Women's Studies Program
4075C BSD,VIC
P.O. Box 4348
Chicago, Illinois 60680
(312) 996-5236

The Institute for Research in History (NY)

Develops pilot programs with 12 humanities departments which restructure the position of adjunct faculty. Includes the development of an adjunct talent bank.
(termination date: 8/31/84)

Project Director:
Marjorie Lightman
The Institute for Research in History
432 Park Avenue South
New York, New York 10016
(212) 689-1931

Institutional Development and Economic Affairs Service, Inc. (IDEAS) (CO)

Adapts the Foxfire experiential learning methodology to enable students to develop informed judgments about border issues and U.S. Mexican relations, and to communicate their findings in print and broadcast mediums. The project serves four postsecondary institutions along the U.S.-Mexican border with large numbers of Hispanic students.
(termination date: 8/31/84)

Project Director:
Brian Beun
President
IDEAS
Magnolia Star Route
Nederland, Colorado 80466
(303) 443-8789

University of Iowa (IA)

Develops computer-based courses in chemistry, biology, physics, and psychology. The courses are developed by a national committee of authors and will be disseminated by CONDUIT and publishers, working together.
(termination date: 9/30/85)

Project Director:
Harold Peters
Director
University of Iowa
CONDUIT
Box 388
Iowa City, Iowa 52244
(319) 353-5789

University of Kentucky (KY)

Revises the music theory curriculum to provide more flexibility in approaches to student learning and uses of faculty. The project uses computers and audio cassettes to individualize the learning process.
(termination date: 6/30/84)

Project Director:
Richard Domek/Charles Lord
School of Music
University of Kentucky
Lexington, Kentucky 40506
(606) 257-1707

Lafayette College (PA)

Develops a series of interdisciplinary, team-taught senior colloquia to be required of all B.A. candidates. The series synthesizes knowledge and confronts issues from philosophical perspectives.
(termination date: 8/31/84)

Project Director:
Dr. Winfield Keck
Acting Dean of Faculty
228 Markle Hall
Lafayette College
Easton, Pennsylvania 18042
(215) 250-5073

LaGuardia Community College (NY)

Develops comprehensive information on writing assessment to provide information about writing tests to test users and developers and to stimulate further research.
(termination date: 8/14/84)

Project Director:
Harvey Wiener, Karen Greenberg, Richard Donovan
Chancellor's Task Force on Writing
Office of Academic Affairs
City University of New York
535 East 80th Street
New York, New York 10021
(212) 626-5526

Langston University (OK)

Develops a journalism program to increase the number of Black graduates in print and electronic journalism. Components will include a writing lab, a news bureau service, a senior internship program, and use of adjunct professional faculty and industry contacts.
(termination date: 7/31/85)

Project Director:
Joy Flasch
Chairperson, Department of Communication
Langston University
Langston, Oklahoma 73050
(405) 466-2231 X244

Lehman College (CUNY) (NY)

Works with New York City high school teachers to improve writing instruction so students can graduate from high school with effective writing skills.
(termination date: 7/31/84)

Project Director:
Richard Sterling
Lecturer, Academic Skills
Herbert H. Lehman College
Bedford Park Boulevard West
Bronx, New York 10468
(212) 960-8758 & 933-3170

Lesley College (MA)

Develops a new curriculum for young working adults and extends the experience of residential postsecondary education through weekend programs for adult students who cannot afford to attend college full-time.
(termination date: 8/31/84)

Project Director:
Anita Landa, Director
Lesley College Graduate School
29 Everett Street
Cambridge, Massachusetts 02238
(617) 868-9600 X415

Long Beach Community College District (CA)

Improves placement examinations and their use in designing instruction. English department faculty would develop new methods of assessment, aided by UCLA's Center for the Study of Evaluation.
(termination date: 8/31/84)

Project Director:
Dr. Kevin Burne
Language Arts Division
Long Beach City College
4901 East Carson Street
Long Beach, California 90808
(213) 420-4365

Malcolm-King: Harlem College Extension (NY)

Creates a consortium of community-based, free-standing educational institutions in the Mid-Atlantic region. These institutions will work together to strengthen institutional management and cost-effectiveness through joint staff development, management analyses, shared staffing, etc.
(termination date: 9/30/84)

Project Director:
Mattie Cook, President
Malcolm-King: Harlem Colleg Extension
2090 Adam Clayton Powell, Jr Boulevard
New York, New York 10027
(212) 678-5817

Marshall University (WV)

Provides undergraduate students in political science with opportunities for research and participation in their own learning, and publication of a document useful to citizens exercising their democratic responsibilities.
(termination date: 8/31/84)

Project Director:
Professor Ronald Oakerson
Department of Political Science
Marshall University
Huntington, W. Virginia 2570
(304) 696-6663 & 6662

Massachusetts Institute of Technology (MA)

Provides information and services to make it easier for Boston area college adult education centers and libraries to obtain, produce or distribute telecommunications programming through a variety of media (cable, broadcast, videodisc, etc.). Metropolitan Educational Cultural Communications Association (MECCA) will provide training, negotiate network distribution agreements of various types, and collaborate in production.
(termination date: 7/14/85)

Project Director:
Gisela Hoelzl
Executive Director
The Communication Consortium
Massachusetts Institute of Technology, Room 9-323
Cambridge, Massachusetts 021
(617) 253-7432

University of Michigan (MI)

Addresses the problem of unemployment by preparing workers to take advantage of retraining opportunities. Develops an intensive program using study circles to provide support, counseling, information and career redirection in a changing economy. The model will be tested in the second year in Indiana and Minnesota.
(termination date: 7/31/84)

Project Director:
Jeanne Gordus
Institute of Science and Technology
2200 Bonisteel Boulevard
Ann Arbor, Michigan 48109
(313) 763-3645

University of Minnesota (MN)

Develops an integrated, computer-assisted system for teaching composition. The program will help students through the whole process of composing: elaboration of the initial ideas, clarifying the intended audience, etc. and will be used in a variety of upper-division composition courses.
(termination date: 6/30/85)

Project Director:
Donald Ross, Jr.
Lillian S. Bridwell
Composition Program/English Department
University of Minnesota
207 Church Street, S.E.
Minneapolis, Minnesota 5545

University of Minnesota, Morris (MN)

Links two existing consortia (including 15 post-secondary institutions) with libraries, telecommunications providers, and community education programs in the public school system to provide services to rural adult learners.
(termination date: 7/31/84)

Project Director:
Roger McCannon, Director
University of Minnesota Morr
Continuing Education and Regional Programs
226 Community Services Bldg.
Morris, Minnesota 56267
(612) 589-2211

University of Minnesota Technical College (MN)

Develops competency-based learning units to help agricultural students from nonfarm backgrounds to learn about fundamental agricultural techniques, practices, and concepts.
(termination date: 6/31/84)

Project Director:
Harland Hasslen
Associate Professor
Agricultural Production
University of Minnesota
Technical College, Waseca
Waseca, Minnesota 56093
(507) 835-1000

Monroe Community College (NY)

Designs, implements, and evaluates an interdisciplinary curriculum which will emphasize an interrelationship of the natural environment, social structure, technology, and human values. This will become an A.S. degree concentration.
(termination date: 8/31/85)

Project Director:
Dr. Thomas Cooper
Dean of Arts and Humanities
Monroe Community College
Box 9720
Rochester, New York 14623
(716) 424-5200

Museums Collaborative, Inc. (NY)

Establishes a midcareer training program for museum educators to enable them to create more effective educational programs at their institutions and thereby reach a more diverse audience than is now the case.
(termination date: 8/31/84)

Project Director:
Andrea E. Glanz
Program Director Continuing
Professional Education
Museum Collaborative Inc.
15 Gramercy Park South
New York, New York 10023
(212) 674-0030

Nassau Community College (NY)

Trains faculty members to serve as consultants to academic departments undergoing self-evaluation aimed at program change.
(termination date: 9/30/84)

Project Director:
Marjorie Raab
Associate Dean
Tom Fernandez
Professor of Physical Scienc
Office of Institutional
Research
Nassau Community College
Garden City, New York 11530
(516) 222-7477

Nassau City Board of Cooperative Education (NY)

Establishes a complete program of career, vocational, and educational counseling and assistance for women offenders. Participants begin career paths while in jail that will continue with support after release from incarceration.
(termination date: 8/31/84)

Project Director:
Beverly Cunningham
Project Coordinator
BOCES of Nassau County
11590 Prospect Avenue
Westbury, New York 11590
(516) 221-9500

National Council on the Aging, Inc. (DC)

Improves the quality of nontraditional educational programming in community-based group programs for the elderly. A goals inventory instrument will be developed and tested in 40 sites followed by implementation guidelines.
(termination date: 6/18/84

Project Director:
Bella Jacobs
National Council on the Aging, Inc.
600 Maryland Avenue, S.W.
West Wing 100
Washington, D.C. 20024
(202) 479-1200

National Hispanic Center/BABEL (CA)

Helps Hispanic high school juniors and seniors prepare for and enroll in science programs in college through counseling, tutoring, instruction, and other supports.
(termination date: 9/30/84)

Project Director:
Roberto Montez
Project Director
BABEL
National Hispanic Center
255 East 14th Street
Oakland, California 94606
(415) 451-0511

Uri Treisman
230-B Stephens Hall
UC-Berkeley
National Hispanic Center
Berkeley, California 94720
(415) 642-5881

National Hispanic Center/BABEL (CA)

Offers science education to Hispanic students, starting in ninth grade and continuing into college at the University of California, Berkeley in the Professional Development Program. Combines faculty development, outreach to parents, and a math/science honors program in three school districts.
(termination date: 9/30/85)

Project Director:
Roberta T. Montez
Cientificos Project Director
NITC/BABEL
255 East 14th Street
Oakland, California 94606
(415) 451-0511

National Institute for Work and Learning (DC/SC)

Tests the use of interactive technology for skill acquisition and career development of urban minority youth and adults. Builds on a collaboration between educational institutions, school districts, training agencies and area employers.
(termination date: 6/30/84)

Project Director:
Gerald Gold
Senior Program Officer
National Institute for Work and Learning
1302 18th Street, N.W.
Suite 501
Washington, D.C. 20036
(202) 887-6800

National University Consortium for Telecommunications in Teaching (MD)

Uses a multi-institutional process for creating a telecourse on adult development, by enabling experts on diverse aspects of the subject to come together for intensive course development. The project will also produce a study guide, support materials, and a pilot T.V. program for the course.
(termination date: 5/30/84)

Project Director:
Adele Seeff
Assistant Director
University of Maryland/
University College
College Park, Maryland
University Boulevard at
Adelphi Road
College Park, Maryland 2074
(301) 454-6627

Native American Education Service (IL)

Integrates tribal perspectives and history into the conventional academic disciplines. NAES will provide a basic general education curriculum in the six core seminars which make up 1/3 of the BA requirement of this Antioch University affiliate.
(termination date: 7/31/84)

Project Director:
Armin Beck
Dean of Academic Programs
Native American Education Services
4550 N. Hermitage Street
Chicago, Illinois 60640
(312) 728-1662

New Hampshire College and University Council (NH)

Establishes regional consortiums of employers to cooperate with postsecondary educational institutions in providing education for adults who want to learn skills to get jobs or to advance in their organizations.
(termination date: 8/14/84)

Project Director:
Eric Brown
Interinstitutional Planner
New Hampshire College and University Council
2321 Elm Street
Manchester, New Hampshire 03104
(603) 669-3432

New Jersey Community College Telecommunications Consortium (NJ)

Convenes faculty from 15 New Jersey community colleges in a series of workshops to develop more effective teaching strategies for improving the use of telecourses and associated support services.
(termination date: 7/31/84)

Project Director:
Mary Darragh
New Jersey Community College Telecommunications Consortium
Bergen County Community College
400 Paramus Road
Paramus, New Jersey 07652
(201) 447-1500

New Jersey Department of Higher Education, Educational Opportunity Fund (NJ)

Establishes an institute to train educational opportunity staff and faculty members in three States to work effectively in remedial programs for nontraditional students.
(termination date: 7/31/84)

Project Director:
Rupert Jemott
New Jersey Department of Higher Education, Educational Opportunity Fund
1 Quakerbridge Plaza
Trenton, New Jersey 08625
(609) 292-4470

University of New Mexico (NM)

Continues the development of an administrative and financial structure for a statewide telecommunications network. Also delivers continuing education courses in engineering and nursing, and undergraduate courses to off-campus sites including prisons via telecommunications technology.
(termination date: 8/31/84)

Project Director:
Alex Sanchez
Associate Provost
Project TASC
College of Education
Onate Hall 223
University of New Mexico
Albuquerque, New Mexico 87131
(505) 277-2863

Amy Atkins
Assistant professor
(505) 277-5204
(same address)

Northern New Mexico Community College (NM)

Strengthens and integrates an international component of a Southwest studies program at the college.
(termination date: 9/30/84)

Project Director:
Enrique La Madrid &
Michael Thomas
Conexiones Directors
Northern New Mexico
Community College
Box 250
Espanola, New Mexico 87532
(505) 753-7141

University of North Dakota (ND)

Links the university with high schools in six North Dakota and Minnesota school districts to improve the academic skills of students headed for postsecondary education. There will be conferences and workshops as well as direct assistance and demonstration projects.
(termination date: 7/31/85)

Project Director:
Robert E. Young, Director
University of North Dakota
Office of Instructional
Development
Box 8161, University Station
Grand Forks, North Dakota
58202
(701) 777-4233

Ohio State University (OH)

Supports faculty from seven colleges and universities in upgrading knowledge and courses in computer science. The faculty will take advanced courses at Ohio State and develop courses for their home institutions, which otherwise cannot attract computer specialists.
(termination date: 9/30/85)

Project Director:
Stuart H. Zweben
Acting Chairman
Department of Computer and
Information Science
2036 Neil Avenue Mall
Ohio State University
Columbus, Ohio 43210
(614) 422-5973

Ohio University (OH)

Prepares university faculty for implementation of courses to help students synthesize previous learning and to clarify values. The synthesis effort is part of Ohio University's new general education program.
(termination date: 8/31/84)

Project Director:
Samuel Crowl
Dean, University College
Ohio University
Athens, Ohio 45701
(614) 594-6495

Oregon State University (OR)

Establishes a revolving loan fund for instructional development and faculty development projects. Individuals and departments will submit project proposals to a university review committee. The loan fund will emphasize projects that will improve teaching effectiveness and reduce instructional costs.
(termination date: 7/31/85)

Project Director:
Kenneth L. Beals
Professor of Anthropology
Oregon State University
Corvallis, Oregon 97331
(503) 754-4515

Dean N. Osterman
Director, Instructional
Development
(503) 754-4335
(same address)

Pacific Lutheran University (WA)

Develops international modules for infusion into core courses and upper level courses in the Business major at six institutions: Pacific Lutheran University, Seattle University, Idaho State University, Willamette University, Eastern Washington University, and the University of Portland. Also develops a joint degree program in Business and International Studies.
(termination date: 6/30/85)

Project Director:
Gundar King
Dean, School of Business
Pacific Lutheran University
Tacoma, Washington 98447
(206) 535-7629

Rio Salado Community College (AZ)

Designs a 1-year A.A. degree curriculum in two technical areas within the electronics industry. Learners will be chiefly adult women and minorities at Motorola.
(termination date: 8/30/84)

Project Director:
Eleanor French
Director, Programs for Business and Industry
Rio Salado Community College
135 North Second Avenue
Phoenix, Arizona 85003
(602) 256-7722

St. Andrews Presbyterian College (NC)

Designs, implements, evaluates and disseminates a two-course senior level component in "Human Choices and Global Issues." Grant will provide consultant services to faculty as they develop interactive teaching strategies (case studies, simulations, role playing) for the two courses, and provides for a dissemination seminar in 1984 for a group of regional colleges.
(termination date: 6/30/84)

Project Director:
Ronald C. Crossley
Vice President
Dean of the College
St. Andrews Presbyterian College
Laurinburg, North Carolina 28352
(919) 276-3652 X240

St. Augustine College (IL)

Develops a 2-year nonsectarian college comprehensive support program for Hispanic students who need help with language proficiency and cultural adjustment. Provides intensive counseling, basic skills instruction, and faculty development especially to aid students who are recent immigrants.
(termination date: 6/30/85)

Project Director:
Dr. Carlos Plazas
President, St. Augustine College
1333 West Argyle
Chicago, Illinois 60640
(312) 878-8756

St. Louis Community College (MO)

Assists unemployed workers in St. Louis with basic skills instruction, short seminars, family counseling, and job training. Workers may elect to pursue an A.A. degree.
(termination date: 8/31/84)

Project Director:
Mike Maguire
Metropolitan Re-Employment Project
5600 Oakland Avenue
St. Louis, Missouri 63110

St. Mary's Dominican College (LA)

Helps faculty and students prepare for the increasing number of minority students attending the college. The project fosters changes in faculty and student attitudes, in instructional strategies, and in course content.
(termination date: 8/31/84)

Project Director:
Camille Hazeur
Coordinator
Educational Assess
St. Mary's Dominican College
7214 St. Charles Avenue
New Orleans, Louisiana 7011[illegible]
(504) 865-7761

Samuel Merritt Hospital (CA)

Develops a hospital-based BSN program in conjunction with St. Mary's College. Program provides flexible entry for students based on past educational experience.
(termination date: 7/31/85)

Project Director:
Helen A. Hanson
Director of Program Research
Samuel Merritt Hospital
College of Nursing
370 Hawthorne Avenue
Oakland, California 94909
(415) 420-6011

Sinte Gleska College (SD)

Establishes an associate of arts program in Lakota arts and fine arts to help preserve and enhance local Sioux art and to educate people to work in reservation schools.
(termination date: 8/31/84)

Project Director:
Harvey Herman
Department Chairperson
Sinte Gleska College
c/o Development Department
P.O. Box 37
Rosebud, South Dakota
57570-0037
(605) 856-2314

Solidaridad Humana, Inc. (NY)

Provides assessment, preparation for college, and initial college-level instruction for an Hispanic population that has low retention and graduation rates in postsecondary institutions.
(termination date: 9/14/84)

Project Director:
Dino Pacio Lindin
Director
Solidaridad Humana
107 Suffolk Street
New York, New York 10002
(212) 260-4080

Southeastern Massachusetts University (MA)

Replicates a high school/college articulation model for gifted and talented students at 12 colleges and universities. Will also provide information for national dissemination.
(termination date: 8/31/84)

Project Director:
Robert Lewis Piper
Director
Project EXCEL
Southeastern Massachusetts University
Old Westpont Road
North Dartmouth, Massachuset
02747
(617) 999-8889

University of Southern California (CA)

Provides leadership and management training for Hispanic staff members of community colleges.
(termination date: 8/31/84)

Project Director:
Dr. Clive Grafton
Chairperson, Higher and Postsecondary Education
University of Southern California
P.O. Box 77963, WPH 701
Los Angeles, California
90007
(213) 743-6270

Southern Regional Education Board (GA)

Will provide technical assistance to three predominantly black colleges and universities to help them improve the administration of student financial aid programs.
(termination date: 8/31/84)

Project Director:
W.C. Brown
Director, IHEO
Southern Regional Education Board
1340 Spring Street, N.W.
Atlanta, Georgia 30309
(404) 875-9211

Stephens College (MO)

Develops a Senior Colloquium to help women face choices at the completion of the B.A., but prior to graduation. Involves faculty across disciplines in the development and teaching of the course which will be conducted in 10-12 sections a year in small groups of 20 students.
(termination date: 8/31/85)

Project Director:
Jeanine L. Elliott
Colloquium Project Director
Stephens College
Box 2134
Columbia, Missouri 65215
(314) 442-2211 X286

SUNY-Oswego (NY)

Develops five interdisciplinary courses with teams composed of faculty and upper-level honors students. Courses will focus on ethical or intellectual problems that require an integrated approach.
(termination date: 8/31/84)

Project Director:
Dr. Sara Varhus
Acting Director Honors Colle
105 Mahar Hall
State University College at Oswego
Oswego, New York 13126
(315) 341-2190

Dr. William R. Whipple
Coordinator, Interdisciplina
Courses Project
(same address & telephone #)

Vanderbilt University (TN)

Helps states develop fiscal incentives for improving the quality of higher education. Activities include developing and disseminating materials and case studies, sharing ideas through seminars for policymakers, and providing technical assistance to implement new budgeting procedures. The project will be carried out in tandem with a grant to the Education Commission of the States.
(termination date: 8/30/84)

Project Director:
John K. Folger
Co-Director, Center for Educational Policy
Vanderbilt Institute for Public Policy Studies
1208 18th Avenue South
Nashville, Tennessee 37212
(615) 322-8540

Vassar College (NY)

Develops computer literacy among students and faculty at the college. Students and faculty will learn to work with computers and use them for regular academic courses.
(termination date: 8/31/84)

Project Director:
Donald Spicer
Associate Dean
Vassar College
Box 4
Poughkeepsie, New York 126C
(914) 452-7000 X2300

Virginia Commonwealth University (VA)

Infuses Black perspectives throughout the curriculum. Seminars would be offered to a total of 124 faculty.
(termination date: 12/31/84)

Project Director:
W. Laren Williams
Director, Center for Improvi
Teaching Effectiveness
Virginia Commonwealth
University
310 N. Shafer Street
Richmond, Virginia 23284
(804) 257-1121

Wayne State University (MI)

Surveys technical and professional writing needs while working with an advisory group of area business and industry representatives. Result will be development of a sequence of technical and professional writing courses that fit within a liberal arts program.
(termination date: 7/31/84)

Project Director:
Professor John Brereton
Department of English
Wayne State University
Detroit, Michigan 48202
(313) 577-2450

Professor Barbara Couture
Department of English
(same address & telephone #)

Wellesley College (MA)

Establishes a series of workshops and consulting activities which introduce new scholarship on Black women into the curriculum of 12 historically Black colleges. These workshops will focus on research in the humanities and social sciences and include nationally known minority scholars.
(termination date: 8/31/84)

Project Director:
Patricia Bell Scott
Research Association
Center for Research on Women
Wellesley College
Wellesley, Massachusetts
02181
(617) 235-0320 X2500

University of Wisconsin/Stevens Point (WI)

Develops a weekend degree program leading to an A.A. Degree. Program includes courses in tribal administration, cultural preservation and community leadership and service.
(termination date: 7/31/85)

Project Director:
Mary Alice Tsosie
Coordinator/Director
Native American Center
University of Wisconsin/
Stevens Point
206 Student Services
Stevens Point, Wisconsin
54481
(715) 346-3576

August 1983

FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION

THE 1983 DISSEMINATION AWARDS PROGRAM

Twelve awards have been made in 1983 under the Dissemination Program, which was inaugurated in 1980. This competition is open to Comprehensive Program grantees presently in their final year of funding to increase the impact of their grants. The support which this program can provide is limited to not more than $8,000 per award. Attached is a brief description of all twelve awards made this year.

The Fund initiated this competition primarily because grantees in their last year of funding are often in a position of having greater opportunities to disseminate information about their projects than they had originally anticipated. A recent evaluation of the Fund substantiated that project directors effectively disseminate materials from their projects. However, some projects can benefit from additional support for dissemination activities, particularly when those funds can cover outreach activities not originally planned or budgeted. Thus the purpose of this program is to take advantage of those opportunities which otherwise might be lost. Examples of possible dissemination strategies include workshops, conferences, publications, films or videotapes, travel for the purpose of presentations or consultations, systematic responses to inquiries, and forming networks with other projects.

These activities are directed at institutions and audiences beyond those currently involved in the project. All proposers are encouraged to consider carefully what ideas about practices they want to disseminate and techniques most appropriate for their audience. Often these monies are used in concert with other activities, such as producing a video tape for a conference already planned.

Each year approximately half the eligible Comprehensive projects submit dissemination proposals. The proposals are reviewed by an external panel, the Fund staff member who monitors the project, and the Fund Director. Proposal review is primarily in terms of the dissemination opportunity itself, but focuses also upon the significance of the proposed project, the feasibility of carrying out the project successfully, and the availability of alternative funding. Reviewers do not pass judgment on the relative success of funded projects, but base their decisions on what information would be valuable to others.

Over the past four years, forty-six projects have received dissemination grants for activities ranging from workshops at national conferences to development of a computerized resource sharing network. This year forty-six of the eighty-seven project directors applied for a dissemination grant. This year's twelve grantees and their projects are identified below:

1983 FINAL YEAR DISSEMINATION AWARDS

Beaver College

Will expand and adapt curricular materials used in their program on critical thinking and problem solving as processes of collaborative learning, so that other institutions can make use of them. In addition, they will explore developing a substantial book on problem solving which would draw on work done by a consortium of projects working on similar curricular applications.

University of California, Santa Barbara

Will prepare a practical manual on how to establish and run a cost-effective multidisciplinary postsecondary microcomputer laboratory. They will also provide on-site technical assistance on a cost sharing basis to those institutions using the manual.

Columbia University, Teachers College

Will assist other institutions to learn problem-solving and third-party approaches to academic collective bargaining. Interested higher education institutions will send teams to a workshop.

Educational Testing Service

Will conduct four regional conference workshops for directors of intervention programs which attempt to increase the numbers of Blacks admitted to medical schools. Special materials will be developed for use by these program directors.

The Feminist Press

Will extend their project on mainstreaming women's and minority studies in American literature courses (Reconstructing American Literature), by contacting 15,000 faculty members and soliciting advice and involvement. The project is working toward a major new anthology of American literature.

Learner's Compass

Disseminates materials and approaches for assisting unemployed workers. Shares approaches for community wide strategies with labor unions, worker councils, and social service agencies through regional workshops.

University of Montana

Will prepare a booklet that will describe the project's efforts for designing legal education for the future. In addition, the proposer will provide on-site technical assistance to law schools interested in designing legal education programs for the future.

Vanderbilt Medical Center

Proposes to produce two video tapes which disseminate information about the project. One tape will be a short informational piece in rural health problems and the need for increased medical intervention. The other will focus on the specific activities of the project by following one medical student.

Washington State Board for Community College Education

Will disseminate information about the structure, procedures, and resources of a successful Learning Assistance Support System throughout four states in the Northwest. Dissemination activities will include presentations at regional conferences, technical assistance to colleges and universities, and distribution of project summaries and the project's user manual.

Washington State University

Will distribute a model for rural outreach, focusing on educational information, building confidence, and coordinating services at colleges and universities to facilitate reentry. Dissemination will be national, regional and local through four-hour workshops, one-day training sessions, and presentations at professional meetings and classes.

WGBH Educational Foundation

Will provide through the broadcast of a Vietnam television series a rare opportunity to observe innovative practices that are possible with the new telecourse materials developed with a previous FIPSE grant. Case studies will be developed at eight institutions that will be using the telecourse materials in a variety of ways. These case studies will provide developing conclusions about useful practices that complement video materials.

Wheaton College

Will hold a national training conference on the integration of women's studies throughout the liberal arts curriculum. Teams of educators representing over 30 institutions around the country will be prepared to initiate such activities on their own campuses.

FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION

THE 1983 MINA SHAUGHNESSY SCHOLARS

Thirteen awards have been made in 1983 under the Mina Shaughnessy Scholars Program, which was inaugurated in 1981 with three years' partial funding by the Carnegie Corporation of New York to meet a purpose not addressed by any other public or private scholarship or fellowship program. The Shaughnessy program is designed to support practitioners who have extensive and unusual experience in improving teaching and learning at the postsecondary level. Attached are lists of all 46 awards made during the first three years.

Mina Shaughnessy was director of writing programs at the City University of New York and a member of the FIPSE National Board. Her most important work examined the hidden patterns of student thought which, although logical, nevertheless produce writing errors. The result was a major book, Errors and Expectations, produced with the help of a Carnegie grant. She was an inspiring and innovative teacher who undertook landmark research which showed that even poorly prepared students are not unteachable.

Shaughnessy Awards are inspired by her purposes. The unique purpose of these awards is to enable innovative practitioners to share their understandings of improvements and the conditions of their success. Shaughnessy Awards thus are not specialized research grants, but enable educational practitioners to analyze the significant lessons gleaned from their own experience and to communicate their ideas about effective learning.

In selecting winners from among this year's 600 applicants, outside readers and FIPSE staff made first phase selections of 90 proposals to advance in the competition. A panel of distinguished educators chaired by Dr. John M. Bevan of the Charleston Higher Education Consortium provided the next phase of evaluation, recommending and ranking a finalist group of 30. Telephone interviews and consultation with applicant references followed to narrow the pool to the 13 winners.

The number of applications has increased from 430 in 1981 to 490 in 1982 to 600 in 1983. The substantive range is becoming steadily broader. While a major group of proposals continues to focus on instruction in writing, the subject of Mina Shaughnessy's own work, the portfolio reflects the increasing number of significant proposals in a variety of other disciplines and professional fields. Most Shaughnessy Scholars are writing books or articles; some are producing media-related materials and some will be lecturing.

1983 Mina Shaughnessy Scholars -

J. Herman Blake and Ronald W. Saufley (University of California, Santa Cruz), the founding provost and assistant to the provost of the University's Oakes College, are interpreting the success of Oakes College in helping "new" students to succeed in a rigorous academic setting.

Jean Lind Brenkman (Madison Area Technical College), with teaching experience at five different institutions, is developing a writing curriculum based on forms of discourse in different cultural groups.

Rita Charon (Columbia-Presbyterian Medical Center), a medical school professor, is examining the relevance for medical education of apprenticeship education in such fields as documentary film making.

Audrey C. Cohen (College for Human Services), drawing on nearly twenty years as the founder and president of the College for Human Services, is analyzing the unique, performance-based curriculum model of the College.

Carolyn Pope Edwards (University of Massachusetts, Amherst), the Director of the University's Human Development Laboratory School, is applying recent findings about social cognition in young children to teacher education.

Thomas W. Heaney and Aimee I. Horton (Northern Illinois University), based on their experiences at a variety of colleges in the Chicago area, are writing about efforts to educate the "hardest-to-reach" poor.

Jack Himmelstein and Howard Lesnick (Center for Law and Human Values), drawing on their experiences teaching law at Columbia University and the University of Pennsylvania and developing a new curriculum for the City University of New York Law School at Queens College, are describing versions of legal education which move beyond reliance on an exclusively adversarial norm.

Patrick J. Hill (The Evergreen State College), the founding director of the Federated Learning Communities at the State University of New York at Stony Brook and new provost at the Evergreen State College, is reflecting on the building of academic communities at Stony Brook, Earlham, and Evergreen.

John R. Jungck (Beloit College), drawing on teaching experiences at three colleges, is developing curricular materials to encourage problem-solving in particular subject areas, in this case genetics.

Francis A. Rosamond (Cornell University), based on her teaching experiences at several universities and high schools and the establishment of a math center at Cornell, is broadening concepts of learning mathematics by listening to the mathematics questions posed by women.

Larry K. Quinsland (The Association for Quality Education), a professor at the National Technological Institute for the Deaf at the Rochester Institue of Technology, is elaborating ways to use experiential learning in teaching deaf students.

Carol Schneider, Ski Helenski, Marilyn Stocker, and Gerald E. Twaddell (University of Chicago), participants in the 16-college Consortium for Quality in Nontraditional Education, are describing key elements of quality educational programs for adult learners.

Lynda Shaffer (Tufts University), drawing on experience as a member of a faculty team which developed an interdisciplinary world history course, is writing a history text which broadens the focus beyond Europe and which treates global themes such as trade.